DOCUMENT RESUME

ED 263 921 IR 051 343

AUTHOR	Davis, Joyce; And Others
TITLE	Research Paper: The Future or the Hoffman Paper. Curriculum for English 4A and 4B: College Prep English and English 12A and 12B: Life Communications.
INSTITUTION	Wayne Central School District, Ontario Center, NY.
PUB DATE	85
NOTE	19p.; For related document, see IR 051 342. Document contains light type.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Grade 12; High Schools; Instructional Materials; *Local History; Primary Sources; *Research Papers (Students); *Resource Materials; Secondary School Curriculum; *Student Research; *Writing (Composition); Writing Instruction
IDENTIFIERS	Contests

ABSTRACT

Written for a 12th grade English program at Wayne Central High School, this curriculum project is designed to take into account the affective dynamics/processes as well as the cognitive processes integral to writing research reports. There are two alternatives for this paper which is required of all 12th graders: The Future, a library based research experience, or The Hoffman Paper, a local history research paper prepared from local historical documents and other sources. This project focuses on the use of primary source documents as well as secondary sources in the preparation of a researched report. The document includes statements of objectives and "en route objectives"; a timeline of the research stages and feelings students are likely to experience at each stage; objectives for lessons on such topics as primary and secondary sources and plagiarism; descriptions of both the Future and Hoffman papers; and instructions and evaluation guidelines for the Hoffman Foundation's Original Historical Research Essay Contest. (Author/THC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED263921

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

RESEARCH PAPER: The Future or the Hoffman Paper

C U R R I C U L U M
FOR

English 4A and 4B:
College Prep English

and

English 12A and 12B:
Life Communications

Summer, 1985

written by
Joyce Davis
Nancy DeMarte
Urban Kress
David Scott

Bob Berkowitz, Library Media Consultant

WAYNE CENTRAL HIGH SCHOOL, ONTARIO CENTER, N.Y. 14520

IR051343

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Robert E. Berkowitz

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

English 4 RESEARCH PAPER: The Future or the Hoffman Paper
6 weeks: 4 First Semester, 2 Second Semester

OBJECTIVE:

The student will demonstrate the ability to do original research on
A. a technological trend or scientific invention and its implications for the future OR
B. some phase of Wayne County history or civic affairs
and to interpret his findings in writing by producing a paper which conforms to the guidelines on the attached pages.

EN ROUTE OBJECTIVES:

1. Can the student distinguish primary from secondary sources and explain the appropriate methods of interpreting each for use in research?

2. Can the student select a topic which lends itself to the requirements of the paper and be able to modify it, if necessary?

3. Can the student apply areas of concern to his topic?

4. Can he document his paper accurately and completely, using a consistent format? (See WCS Bibliographic Form)

FUTURE/ HOFFMAN PAPER Timeline and Research Stages

Time	Research Stage	Feelings
late Oct.	Receive assignment Lessons on- Primary and Secondary Sources Plagiarism	uncertainty apprehension
early Nov.	Select Topic Lessons on- Topic Brainstorming College library orientation Preliminary Outline Note-taking using cards Brainstorming for topic synonyms and sub-classes Reading models of papers	optimism
mid-Nov. - mid-Dec.	Initial Research Two library trips Conference calls letter-writing Begin journal	confusion frustration doubt discouragement
after Xmas	Moving toward Recommendations selecting areas of concern, pros,cons forming thesis	clarity increasing enthusiasm
end of first semester	Notes and Expanded Outline Completed	sense of direction confidence; increased interest
start of second semester	Rough draft Lessons on- documentation transition and style	relief
Feb. 24	Paper due Journal due	satisfaction/ dissatisfaction

English 4 RESEARCH: List of lessons

1. Primary and Secondary Sources (see accompanying lesson)

2. Plagiarism (see accompanying lesson)

3. Using a college library
   A. Before the trip:
      Tips on how to attack the topic
      Questions for the college librarian
      Key types of sources and how to use them
         Indexes
         Sets of Abstracts
         Bibliographies
      Layout of library
      Card Catalogue system: Dewey Decimal
                             Library of Congress

(See College Reading for list of reference books and samples of cataloguing systems)

   B. At the college library:
      Tour and orientation by college personnel
      Questions and answers
      Work time with teacher help

This project will include one orientation trip to a college library, plus two other opportunities for students to sign up to go to city and college libraries during the first semester.

4 Interviewing (see accompanying sheet, plus use as reference Chapter 11 in Contact: a Textbook in Applied Communications .

5 Preliminary Outline:
Students should see this as the rough list of things they need to find out when they research. It can be worded at questions or topics and should roughly follow the plan of the Paper Format in this curriculum. They can practice making a Preliminary Outline in class and can actually complete their own any time after their topic is chosen.

6. Note-taking using cards (Refer to the English 2 Research Curriculum for this lesson)

7. Examining Consequences using Areas of Concern (Review from English 2 Research Project, without using the proposal sheet. Students will need some review practice with this to see how their own ideas get balanced with those from other sources)

8. Expanding the Outline (See English 2 Research Project)

9. Footnoting and Bibliography (Review)

10. Style and Transition (See English 2 Research project)

FUTURE PAPER: Length and Format Information

Length: at least 2000 words Minimum of ten sources

General Introduction: Overview of purpose and plan
Intro to topic area
Narrowing to specific topic
Thesis

Part I: The Present Situation

Options to research:
1. Definition and background
2. Values which led to this trend or invention
3. Cost
4. Related laws
5. General public reaction
6. Persons directly affected
7. Locations directly affected
8. Predictions for future use and development

Part II: The Consequences Examined

Pros and Cons within a minimum of three areas of concern:

Political
Ethical/Religious/Moral
Social/ Values
Ecological
Aesthetic
Economic

Student will need at least one source per area of concern.

Part III: Recommendations

Considering the consequences examined in Part II, the student makes a recommendation about the place this trend or invention should occupy in our near future.

Examples of points to consider:
1. extent to which it should be consumer-available
2. required or optional
3. under whose control
4. yes/no
5. limitations on growth
6. creation/destruction of jobs
7. laws and regulations
8. adult/child use
9. safeguards/ warnings
10. modifications (Idea would be fine if...)

English 4 RESEARCH: Topic Selection Process

Topic selection for both the Future Paper and the Hoffman Paper requires three steps:

A. Developing a flexible attitude
B. Surveying available sources
C. Reading models of finished papers

A. DEVELOPING A FLEXIBLE ATTITUDE: Brainstorming for ideas

1. Observe life
2. Scan the media
3. Talk to people
4. Consider own interest area or career goal
5. Read for background
6. Given a list of topics, play with it
7. Given an object, make associations

B. SURVEYING AVAILABLE TOPIC SOURCES

1. Field trips: Wayne County Museum
College libraries: RIT
Public libraries: Rundell, Ontario
Private libraries: Kodak, Bausch and Lomb
2. List of topics from indices of Future Survey or The Futurist
3. List of topics previously submitted for Hoffman Paper competition
4. Abstracts of future articles (Future Survey Annuals)

C. READ MODELS

1. Old Hoffman papers in English Office- samples
2. Entire set of Hoffman papers - Newark Public Library
3. No actual models yet for Future Paper, but students can check Format in this curriculum

TOPIC DECISIIONS will be due at the end of the first ten weeks of school. This decision will be submitted to the teacher in written form, including the following:

specific topic
discussion of how the topic relates to the student himself: either historically (Hoffman) or as he projects his future (Future); reasons for choosing this topic
preliminary list of sources he feels will be helpful to him
any facts he has learned so far about him topic

English 4 RESEARCH: the Journal and Glossary

In order to keep track of their emotional responses at different stages of researching, as well as the actual search strategies used and time spent at each stage, students are required to keep a journal as they research.

Journals should be a section from a spiral or otherwise bound notebook.
Entries should include DATE, HOURS/MINUTES SPENT/ DESCRIPTION OF THE ACTIVITY/ FEELINGS AND RESPONSES TO THE ACTIVITY. Journals should be kept from the time of initial research until the rough draft is begun.

A section of the journal should be set aside as a <u>glossary</u> of terms related to the topic which students encounter as they research. For the Future Paper, this glossary will include technical and other terms related to their specific topic; for the Hoffman Paper the glossary will contain old-fashioned terms and items encountered.

English 4 RESEARCH: Lesson on Primary/Secondary Sources

OBJECTIVE:

The student will demonstrate the ability to understand and interpret primary and secondary sources by explaining the difference between them in his own words and by answering some interpretive questions about at least one of each kind.

EN ROUTE OBJECTIVES:

1. Given a coin of a foreign country, can the student list at least five things he can tell about that society's social or technological make-up? Can he also write questions he could ask a person from that country to help clarify his knowledge about that society?
Introductory activity: needs set of foreign coins for class as primary resources

2. Can the student define list the critical attributes of both primary and secondary sources:

PRIMARY SOURCES	SECONDARY SOURCES
raw data	raw data interpreted
The reader analyzes, interprets, evaluates puts into a context	The reader understands, author's point of view
variety of types: pictures, lists of figures, diaries, logs, pieces of literature, graphs, actual research studies	usually verbal accounts of events or situations, interpretations: magazine articles, books, reports, summaries of research studies

A piece of writing is considered primary or secondary <u>depending on the intention</u> of its use. For example, <u>Giants in the Earth</u> is a primary source for a paper on literature of the West, but is a secondary source for a paper on the history of pioneers in the West. Interviews can be primary or secondary, depending on how close the person is to the topic.

3. Can the student interpret the raw data in one of the following:
<u>Instructional Aides</u> - graphs and statistics
the primary source boxes from SIRS: The Civil War
The Depression
The Twenties

a picture or photograph

4. Given a magazine article as a secondary source, can the student use the following key questions to understand and evaluate it?

A. What is the issue?
B. What is the author's intent?
C. How does he pursue his intent?
D. Who is he? (credentials, relationship to topic)

5. Given a school-related issue, can the student compare the point of view of different persons, such as administrator, teacher, student?

6. Given a national event, can the student compare the point of view toward the event by an American news magazine and a foreign news magazine (Canadian)?

7. Can the student compare two movie reviews of the same film for different points of view?

English 4 RESEARCH: Lesson on Plagiarism

Source: Student Success , Holt, Rinehart, Winston, 1984, pp. 109-111

Make Sure Your Work Is Your Own

Many students unintentionally find themselves in a tremendous bind as a result of not knowing exactly what plagiarism is and is not. Below is a discussion of plagiarism written by our friend and colleague John Gardner of the University of South Carolina. After reading John's description, we're sure you'll be well aware of how to make use of information produced by other people without getting yourself in a bind.

Statement on Plagiarism•

Plagiarism: This has a number of different meanings. It is theft of knowledge from another person, because it means that you are submitting the work of another person as if it were your own. Thus, it means failure to acknowledge borrowed ideas, words, phrasing, or data. More specifically, this means using the words, ideas, etc. of another person without so indicating by means of footnoting and/or quotation marks. Plagiarism occurs in a number of circumstances:

1. When the student copies an original source *intentionally* and does not give proper credit for the real authorship.
2. When a student *unintentionally* copies from an original source and does not give proper credit.
3. When a student directly quotes words from the writing of another without using quotation marks and footnoting.
4. When a student directly quotes from the writing of another and uses quotation marks but does not use a footnote.
5. When the student fails to paraphrase in his/her own words and when he/she does not footnote paraphrased material. Paraphrased material must be footnoted because, even though the words are yours, the original ideas are not.

•This statement is an excerpt from the original authored by Dr. John N. Gardner of the University of South Carolina in collaboration with Professor Francis Marion Nichols, Winthrop College, Department of History, 1969.

Examples:

In order to better help you understand what constitutes plagiarism please read *carefully* the three examples below and note the explanations for each.

I. ORIGINAL QUOTATION

"Local color is a much-abused element in modern writing, but its desirability is only too strongly shown in this volume. Jay spends over two years in Spain, yet no account is given of the nature of the court from which he sought recognition; he is elected president of Congress when but three days a member, but scarcely a hint is given of the reasons for so astonishing a selection. A similar mistake is the introduction of the names (not quite the personalities) of men not today known to the average reader, without a word to explain their positions or characters or even their nationality. Thus Marbois, Vergennes, Luzerne and Gerard are spoken of with the same familiarity that we are accustomed to use in mentioning Washington, Jefferson, Hamilton or Jay."[2]

II. DIRECT PLAGIARISM

"Local color" is a much-abused element in modern writing, but its desirability is only too strongly shown in this book. Jay spends over two years in Spain, yet no account is given of the nature of the court from which he sought recognition; he is elected president of Congress when but three days a member, but no evidence is given of the reasons for such a selection. A similar mistake is the introduction of the names of men not known today to the average reader, without a word to explain their positions or characters or even their nationality. Thus Marbois, Vergennes, Luzerne, and Gerard are spoken of with the same familiarity that we are accustomed to use in mentioning Washington, Jefferson, Hamilton or Jay.

III. INDIRECT PLAGIARISM

A much-abused element of current literature is local color, this is shown only too strongly in this volume. Jay spends more than two years in Spain, but there is no account in the book describing the court from which he sought recognition. No reasons are given for his astonishing selection as president of Congress, when he had been a member only three days. A mistake of a similar nature is the introduction of the names of men not known to today's average reader, such as Marbois, Vergennes, Gerard, and Luzerne, without an explanation of their position, character, or even their nationality.

Explanation of examples: Example I is a direct quotation. This is a certain guarantee to avoid plagiarism, i.e. by quoting the original source and so indicating by placing the quotation in quotation marks and concluding by footnoting. Quotes of this length should also be indented and single-spaced if your text is double-spaced.

Example II is one of direct plagiarism in which the direct quotation above in Example I is copied *verbatim* (with the exception of a few words). This is plagiarism because no credit is given to the original author by means of quotation marks and a footnote. This means that the student is passing off the work of another as his/her own.

Example III shows us the case where the student has merely rephrased the original quotation. The ideas and their order of expression are unchanged, and he/she gives no credit for this borrowing of ideas. Thus, even though he/she has not copied directly and *verbatim*, he/she has still plagiarized.

The way to have avoided plagiarism in Examples II and III would have been to have footnoted in both cases and used quotation marks when appropriate.

REMEMBER: If you are in doubt as to whether you are plagiarizing, do two things:

1. See your instructor for guidance.
2. Footnote and use quotation marks!

English 4 RESEARCH: Extended Audiences

I. The Hoffman papers will be submitted by April 30 to the county competition for judging.

II. The Future papers have several options for extended audiences, which will be determined on a yearly basis. These options include the following:

money prize or citation from local Rotary or Lions Club
critique by the Future World Society, local branch
money prize from SIRS
local winners selected by a school editorial board of teachers out of the English department
critique by professor of futurie studies at a local college
local "publishing" of best papers or abstracts of papers

Instructions for Candidates

in the

Hoffman Foundation

Original Research Essay Contest

Search, Discover, Record, ...

History ... The Hoffman Essay

INSTRUCTIONS FOR CANDIDATES IN THE HOFFMAN FOUNDATION'S ORIGINAL HISTORICAL RESEARCH ESSAY CONTEST

I. Eligibility
   A. Participants must be a member of a senior class, properly enrolled in any Wayne County High School since October 1 of the current school year.

II. Requirements
   A. The research paper must be at least two thousand (2000) words.

   B. The topic of the research paper must be concerned with some phase of Wayne County historic or civic affairs. The essayist will show the effect of the topic on Wayne County in a clearly stated thesis. It is often appropriate that the essayist reflect beyond the local aspect of the topic and place the subject in a regional, national and even international context.

   C. The research paper must incorporate original research, which requires use of primary source material. Examples of primary sources are diaries, newspapers ,census, oral history. Secondary sources, such as books and published articles, should be used for background information to help put the essay into historical context.

   D. All research must be accurately documented in the paper. Quoted, paraphrased and summarized information must be credited. Thus, footnotes or an endnote page plus a source page must be part of the finished product. Candidate should be consistent in format.

   E. The research paper must meet the following standards:
      1. It must be typed, double spaced on 8 1/2" x 11" paper.
      2. The same typewriter or printer should be used for the entire paper to insure uniformity of type. It is suggested that a fresh ribbon be used to obtain a dark print.
      3. A good grade of bond paper must be used. The same quality and size paper must be used in the entire essay.
      4. Margins of 1 1/2" on the left and 1" on the right must be used throughout the paper. Material used for illustration (i.e. photos, deeds, maps) must also conform with these margins.
      5. Beginning with page two (2), all pages of the text must be numbered. Lower case Roman numerals are used at the bottom of pages for appendices. Endnote and source pages are not numbered.
      6. If a word processor is used, the following applies:
         a. A letter-quality or double strike dot matrix printer must be used.
         b. Endnote or footnote numbers must be included in the text. If the word processor does not have a superscript function, numbers within the text should be placed in parenthesis, i.e. (2).

c. Normal mechanical conventions such as underlining or quotation marks must be observed. If the program or the printer is limited, the essayist is to make manual corrections using a straight edge and a black ball point pen.

7. The finished paper should be assembled as follows:
   a. The sheet containing the title of the research paper and the candidate's name and address should be the first page. This is the only place the candidate's name should appear in the entire paper. The title page will be removed before judging and paper will be assigned a number to insure anonymity.
   b. The text of the research paper follows the title page.
   c. The appendix, which contains any supporting data (i.e. newspaper clippings, maps, letters) not included in the body of the paper follows the text.
   d. The endnote page, if used, follows the appendix.
   e. The source page is the last section of the research paper.

III. Responsibilities of Candidate

A. All research must be personally conducted by the candidate. A teacher, parent or friend may assist in transportation, but it is improper for anyone to conduct interviews, to sort documents, or to take notes on behalf of the essayist. Student may begin research at any time.

B. All writing and revising of paper must be done by the student. A teacher, parent or friend may proofread the research paper and indicate mechanical errors. However, no one may suggest the actual wording to be used.

C. It is suggested that candidates contact the Hoffman coach within their school district or a teacher familiar with the Hoffman program for assistance.

D. The County Historian can be of assistance in selection of topics and availability of primary source material. It is advisable for candidates to register their topic with the Historian.

IV. Rules for Submission

A. The papers must be submitted to the County Historian on or before April 30. If April 30 falls on a Saturday or Sunday, the paper is due the following Monday.

B. The paper should be delivered to the County Historian's office at 21 Butternut Street, Lyons, NY between the hours of 9a.m. and 5 p.m.
   1. If the paper is mailed it must be postmarked no later that April 30. Special care should be taken to protect the package if mailed.

C. The candidate must submit two identical copies of the research paper, both on heavy bond paper suitable for binding. The second copy may be either a carbon copy or a photo copy. The research paper is not to be bound or stapled in any way. No holes should be punched in the paper.

D. The paper is to accompanied by the official letter of transmittal and the application form.. Candidates may obtain these forms from the school principal, the Hoffman coaches or the County Historian.

V. Judging Procedures

A. A team of three judges evaluate the papers within two weeks of submission.

B. Papers are judged on both historical accuracy and literary merit. Neatness and compliance to suggested format are also considered.

VI. Disposition of Papers

A. The research papers become the property of the Hoffman Foundation.

B. Acceptable papers are bound and complete sets are placed in the Wayne County Historian's office, the Newark Library and the Sodus Library. In addition, copies of papers with topics applicable to specific areas are sent to local libraries.

EVALUATION GUIDELINES FOR THE HOFFMAN FOUNDATION'S ORIGINAL HISTORICAL RESEARCH ESSAY CONTEST

1. Introduction
   a. Does it state the issue in a clear and concise manner?
   b. Does it provide introductory background to the essay?

2. Thesis
   a. Does the essay have a thesis for study?
   b. Is the thesis clearly developed?
   c. Is the method of proof/investigation clearly outlined?
   d. Is the thesis too broad/narrow for the paper?

3. Creativity
   a. Is this a unique treatment of the issue?
   b. Does it contain insightful analysis of the data?
   c. Is the analysis extended beyond the narrow scope of the issue?
   d. Are interdisciplinary connections made?

4. Historical Content
   a. Is it an appropriate topic for the essay requirements?
   b. Is the data analyzed or just listed in the essay?
   c. Is the data accurate?
   d. Is the data properly interpreted?
   e. Is the data appropriate to the thesis/theme?

5. Sources
   a. Primary v. secondary sources?
   b. Are there a variety of sources?
   c. Are sources appropriately utilized for the essay?

6. Quotations
   a. are quotes appropriate to the thesis?
   b. Do the quotes add to the meaningful investigation of the thesis?
   c. Are quotes properly explained/related to the thesis-- are they developed and not just listed?
   d. Has proper quotation form been used?

7. Footnotes/Endnotes
   a. Are they appropriate to the thesis?
   b. Are they accurate?
   c. Has proper form been used?

8. Pictures, Diagrams, and Illustrations
   a. Is their inclusion appropriate/meaningful to the thesis?
   b. Are they analyzed and explained to aid development of the thesis?
   c. Is their method and location of inclusion an aid to the reading/understanding of the thesis?

9. Summary
   a. Does it pull together the research and data?
   b. Does it highlight the major findings of the thesis?
   c. Does it confirm (not confirm) the thesis?
   d. Does it pose new questions for further study?
   e. Does it provide insights as a result of the study?

10. Style and Form
   a. Is the presentation style clear and appropriate for historical research?
   b. Is it a cogent presentation of the thesis and proofs?
   c. Does it read well and follow a logical pattern of development?
   d. Does it contain proper sentence structure, paragraph form, grammar, vocabulary, and spelling formats?
   e. Is the presentation neat and well organized?

11. Bibliography
   a. Is it appropriate for the depth of the thesis?
   b. Are major references for the thesis included or missing?
   c. Primary v. secondary sources?
   d. Has proper bibliographical form been used?

12. Table of Contents/Appendix
   a. Is it accurate?
   b. Has proper format been used?
   c. Does the appendix have a direct bearing on the thesis and contribute to its understanding?

13. Miscellaneous
   a. Are there considerations that are case specific to the particular thesis before the judges.

NOTE: THESE ARE ONLY GENERAL AREAS FOR EVALUATION OF THE ESSAYS. NOT ALL JUDGES WILL USE THIS SPECIFIC OUTLINE, BUT ALL WILL BE CONCERNED WITH SIMILAR CONCEPTS.